Improving Students' Speaking Skills Through Digital Storytelling at Islamic Schools: A Systematic Literature Review

Meningkatkan Kemampuan Berbicara Siswa Melalui Penceritaan Digital di Sekolah-Sekolah Islam: Tinjauan Pustaka Sistematis

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Article Info	Abstrak
	Penceritaan digital (Digital Storytelling/DST), yang menggabungkan kreasi narasi dengan elemen multimedia seperti gambar, audio, dan video, telah muncul sebagai strategi yang menarik untuk meningkatkan keterampilan berbicara dalam konteks EFL (English as a Foreign Language). Di sekolah-sekolah Islam, DST menawarkan platform bagi para pelajar untuk berkomunikasi secara kreatif sambil mengintegrasikan nilai-nilai moral, budaya, dan berbasis agama, yang mencerminkan prinsip-prinsip pendidikan Islam. Terlepas dari potensinya, siswa sering menghadapi tantangan dalam berbicara, termasuk kelancaran yang terbatas, pengucapan yang lemah, kosakata yang sempit, dan kepercayaan diri yang rendah. Tinjauan ini secara sistematis meneliti bagaimana DST mendukung pengembangan kemampuan berbicara di lingkungan sekolah Islam. Dengan menggunakan metodologi tinjauan pustaka terstruktur, studi-studi yang relevan dikumpulkan dari basis data seperti Google Scholar, Scopus, dan ERIC, dengan menerapkan kriteria inklusi yang ketat yang berfokus pada hasil berbicara, pelajar usia sekolah, dan implementasi DST. Analisis tematik mengungkapkan bahwa DST meningkatkan kelancaran, ketepatan pengucapan, penggunaan kosakata, koherensi narasi, dan kinerja lisan secara keseluruhan. DST juga meningkatkan motivasi, mengurangi kecemasan berbicara, dan menumbuhkan kemauan untuk berkomunikasi dengan memberikan kesempatan untuk latihan kreatif dan penceritaan kolaboratif. Selain itu, DST memungkinkan siswa untuk mengekspresikan ide-ide yang relevan secara budaya dan etika, mendukung pembentukan karakter sesuai dengan nilai-nilai Islam. Tantangannya meliputi kesenjangan literasi digital dan kebutuhan akan bimbingan guru. Secara keseluruhan, DST merupakan alat pedagogis yang efektif untuk mengembangkan keterampilan berbicara dalam konteks sekolah Islam, asalkan dukungan teknologi yang memadai dan kerangka pengajaran yang terstruktur tersedia.

Abstract

Digital storytelling (DST), which combines narrative creation with multimedia elements such as images, audio, and video, has emerged as an engaging strategy to enhance speaking skills in EFL contexts. In Islamic schools, DST offers a platform for learners to communicate creatively while integrating moral,

cultural, and faith-based values, reflecting the principles of Islamic education. Despite its promise, students often face challenges in speaking, including limited fluency, weak pronunciation, narrow vocabulary, and low confidence. This review systematically examines how DST supports speaking development in Islamic school settings. Using a structured literature review methodology, relevant studies were collected from databases such as Google Scholar, Scopus, and ERIC, applying strict inclusion criteria focused on speaking outcomes, school-aged learners, and DST implementation. Thematic analysis revealed that DST improves fluency, pronunciation accuracy, vocabulary use, narrative coherence, and overall oral performance. It also enhances motivation, reduces speaking anxiety, and fosters willingness to communicate by providing opportunities for creative rehearsal and collaborative storytelling. Additionally, DST enables students to express culturally and ethically relevant ideas, supporting character-building in line with Islamic values. Challenges include digital literacy gaps and the need for teacher guidance. Overall, DST is an effective pedagogical tool for developing speaking skills in Islamic school contexts, provided sufficient technological support and structured instructional scaffolding are in place.

Keywords: digital storytelling; Islamic school; speaking skills

INTRODUCTION

Speaking is a crucial component of English learning because it enables learners to express ideas and engage in real communication. However, many EFL learners still face difficulties such as low fluency, unclear pronunciation, and a lack of confidence, mainly due to limited interaction, performance anxiety, and insufficient exposure to authentic input, especially in teacher-centred classrooms. (Albogami & Algethami, 2022) WhatsApp-based speaking studies show that asynchronous voice-note practice helps reduce anxiety by allowing learners to rehearse their speech more freely (Ho-Minh & Suppasetseree, 2025).

Digital storytelling (DST) has gained recognition as an effective strategy for integrating narrative creation with multimedia elements. The process of planning, drafting, revising, and recording digital stories naturally leads to repeated oral practice, helping learners improve pronunciation, vocabulary use, and idea organisation. Research highlights that DST enhances fluency, clarity, and speaking motivation (Murad et al., 2023; Zamzam, 2020).

Other technologies, such as WhatsApp and augmented reality (AR), also support speaking development. WhatsApp offers low-pressure opportunities for individualised practice, while AR offers immersive scenarios that promote spontaneous, natural communication. AR-based tasks have been shown to improve pronunciation accuracy, fluency, and learner confidence (Suban, 2021). In line with this, Tarihoran (2020) notes that technology is viewed positively by teacher candidates because it enhances creativity, interactivity, and the quality, although its use remains constrained by technical skills and access limitation.

In Islamic school contexts, DST holds additional value because it allows students to incorporate cultural identity, moral lessons, and religious perspectives into their stories, making speaking tasks more meaningful and relevant. This supportive digital environment helps reduce speaking anxiety and encourages deeper engagement (Murad et al., 2023). Overall, DST offers a

culturally appropriate and effective approach to improving speaking skills, positioning learners as active creators and enabling more confident, fluent, and meaningful oral communication.

Research Questions

1. How has digital storytelling been applied in previous studies within Islamic educational contexts and similar EFL environments?

2. To what extent does existing empirical evidence demonstrate the effectiveness of digital storytelling in improving students' speaking performance, including fluency, pronunciation, vocabulary, and confidence?

LITERATURE REVIEW

1. Digital Storytelling (DST)

Digital Storytelling (DST) is defined as a method of creating narratives by integrating multiple digital components such as written text, images, audio narration, background music, and video clips into a coherent multimodal product. (Murad et al., 2023)emphasises that DST allows learners to express personal, cultural, or academic ideas in a creative digital format, fostering both emotional engagement and deeper cognitive involvement. By combining auditory, visual, and textual elements, DST helps learners connect language forms with sensory inputs, thereby enhancing comprehension, retention, and expressive capabilities. (Sinaga et al., 2021)

In the context of language learning, numerous studies highlight the pedagogical benefits of DST. found that DST promotes learners' motivation and self-confidence by providing meaningful purposes for language use and encouraging collaborative learning. (Nair & Yunus, 2021)further demonstrate that DST improves oral communication, particularly pronunciation, fluency, and the logical organisation of narratives (Choo et al., 2020) . In addition, a systematic review conducted by highlights that DST allows learners to actively construct knowledge, engage in deeper learning processes, and develop multimodal literacy skills that traditional teaching methods often cannot facilitate. DST is also shown to stimulate creativity, critical thinking, and problem-solving, making it an effective pedagogical tool in EFL classrooms(Amaliah et al., 2022). Overall, DST provides a dynamic, student-centred framework that integrates technology and pedagogy to support meaningful language development.

2. Speaking Skills in EFL Contexts

Speaking is one of the core language skills and involves communicating ideas effectively through accurate pronunciation, fluent speech, appropriate vocabulary, and grammatical correctness. In English as a Foreign Language (EFL) contexts, students frequently encounter challenges in developing speaking proficiency due to limited exposure to authentic spoken English, lack of confidence, and fear of making mistakes. These challenges often reduce

opportunities for meaningful oral interaction, both in classrooms and in real-life contexts. (Kusuma, 2022)

Developing speaking competence requires instructional approaches that provide authentic and purposeful communication opportunities. Research consistently indicates that task-based and communicative learning activities such as role plays, debates, discussions, interviews, and problem-solving exercises allow learners to internalise language patterns and develop automaticity in speech production. In addition, creating psychologically safe learning environments is essential, as students who feel supported and encouraged are more likely to participate actively in oral activities. Studies show that scaffolded instruction, consistent feedback, and repeated practice significantly enhance students' oral performance. Beyond linguistic accuracy, effective speaking instruction should prioritise learner confidence, interaction, and communicative purpose, ensuring that students are not only grammatically correct but also able to express themselves fluently and meaningfully. (Murad et al., 2023)

In Islamic school contexts, speaking carries additional significance, as it provides students with the opportunity to communicate moral values, reflect on ethical issues, and integrate religious content into oral tasks. This aligns with broader educational objectives of character formation and value-based learning, which make oral proficiency a critical component of both academic and spiritual development. (Maylia Arina & Islamiah, 2020)

3. Teaching Speaking

Teaching speaking is a core component of language learning because it reflects learners' real communicative competence. In EFL settings, speaking often becomes a major challenge due to limited exposure to the target language, classroom structures that rely heavily on teacher-centred instruction, and students' anxiety when required to speak. (Sosas, 2021a) In the Journal of Language and Linguistic Studies, many learners struggle to speak due to insufficient opportunities for oral practice, fear of making mistakes, and limited interactional support. Her study highlights that speaking requires mastery of fluency, accuracy, pronunciation, vocabulary, and spontaneous response skills, which calls for instructional strategies that are communicative and flexible. (Sosas, 2021b)

A growing body of research shows that technology plays a crucial role in improving speaking performance. (Sosas, 2021a)found that tools such as video conferencing, social media interaction, and voice-based digital platforms help students become more fluent and accurate while simultaneously reducing anxiety and building confidence. These technologies provide a supportive environment where learners can practice speaking more safely and naturally. In addition to technological support, narrative-based approaches also enhance speaking skills. (Alruwili & Elsawy, 2024)demonstrate in the Eurasian Journal of Applied Linguistics that storytelling offers meaningful linguistic input and encourages students to articulate ideas in ways that naturally improve vocabulary, grammar, pronunciation, and overall fluency.

Storytelling provides a context that motivates students to speak and express meaning. (Suparlan & Rosyidi, 2023)

Other technological approaches produce similar benefits. (Albogami & Algethami, 2022) In the Arab World English Journal, it was reported that WhatsApp voice notes promote greater motivation, confidence, and willingness to speak, as learners gain more time to plan and reflect before producing spoken responses. Likewise, (Ho-Minh & Suppasetseree, 2025) In the Educational Process International Journal show that Augmented Reality creates immersive, authentic communicative settings that significantly improve learners' fluency, pronunciation, and engagement (Albogami & Algethami, 2022)

4. Digital Storytelling in Islamic School Contexts

Digital storytelling (DST) is well-suited to the educational environment of Islamic schools because it aligns with the long-standing tradition of teaching through stories (qaṣaṣ) in Islamic pedagogy. In this context, DST enables students to integrate Islamic values into language learning by creating digital narratives that convey moral lessons, personal reflections, and stories from Islamic history. This method enables students to express ideas creatively while maintaining fidelity to Islamic principles. (Aulia et al., 2021)

The study by Alruwili & Elsawy (2024)provides evidence that story-based activities enhance speaking proficiency by exposing learners to meaningful language as they develop and deliver narratives (Rahmawati et al., 2023). When transformed into digital formats, these stories allow students not only to practice speaking but also to develop multimodal literacy through audio, visuals, and digital editing tools. This makes DST particularly relevant for modern Islamic schools integrating technology into their curricula. (Gürsoy, 2021)

Further notes that digital tools such as audio recordings, video tasks, and interactive platforms strengthen students' confidence and reduce speaking anxiety (Sosas, 2021b) . In Islamic schools, this psychologically supportive environment closely aligns with educational values that emphasise emotional well-being, respectful communication, and character development.

Additionally, the pedagogical principles of DST resonate with the findings of Ho-Minh & Suppasetseree (2025), who show that immersive digital environments, such as AR simulations, boost learner engagement and enable more authentic use of the target language. In Islamic school contexts, such technology can be adapted for narrating prophetic stories, recounting historical events, or developing digital da'wah projects, provided that visual and content elements adhere to Islamic ethical guidelines. (Ho-Minh & Suppasetseree, 2025)

RESEARCH METHODS

This study employed a Systematic Literature Review (SLR) to comprehensively explore the effectiveness of Digital Storytelling (DST) in improving students' speaking skills, with a particular focus on Islamic school settings and comparable EFL learning environments. The SLR

approach was selected for its ability to rigorously synthesise empirical findings from multiple studies, offering an evidence-based, holistic understanding of how DST can support oral language development. The review process began with the formulation of specific research questions to examine the pedagogical impact of DST on students' fluency, pronunciation, vocabulary, grammatical accuracy, narrative organisation, and overall oral communication skills. In addition, the review sought to identify how DST interventions influenced students' engagement, motivation, creativity, and confidence in speaking tasks. Relevant academic databases, including Scopus, Web of Science, ERIC, and Google Scholar, were systematically searched using targeted keywords such as "Digital Storytelling," "speaking skills," "English as a Foreign Language (EFL)," "Islamic education," and "oral communication." To ensure the quality and relevance of included studies, rigorous inclusion and exclusion criteria were applied.

Studies were considered eligible if they were empirical, involved school-aged learners, used DST as a primary instructional approach to enhance speaking skills, and reported measurable outcomes related to oral performance. Studies that did not focus on speaking skills, were purely theoretical, or addressed only listening, reading, or writing were excluded. Each selected study was screened for methodological rigour, appropriateness of context, participant characteristics, and alignment with the research objectives. Data extraction was conducted using structured forms to systematically capture essential information, including authorship, publication year, study location, research design, participant demographics, duration, and stages of DST implementation, as well as documented outcomes in speaking performance. The extracted data were then synthesised using thematic analysis to identify recurring patterns, emerging trends, and instructional strategies that effectively fostered the development of speaking skills. In addition, the methodological quality of each study was evaluated based on the reliability of the measurement tools, clarity of the research design, sample adequacy, and contextual relevance, to ensure the findings were credible, trustworthy, and generalizable.

Instruments

In this systematic review, the instruments refer to the frameworks, tools, and procedures used to systematically collect, organise, and analyse data from the selected studies. A structured data extraction form served as the primary instrument, allowing the researchers to capture relevant details from each study, including study context, participant demographics, research design, duration, and steps of DST implementation, and reported outcomes in speaking skills. Thematic coding was applied to organise findings into meaningful categories, such as improvements in fluency, pronunciation, vocabulary, grammatical accuracy, narrative structure, student confidence, and engagement. This process enabled the identification of both common and unique patterns across studies, highlighting strategies that consistently contributed to enhanced oral communication. Furthermore, the methodological quality of each study was critically assessed using standardised criteria, including clarity of the research design, reliability and validity of the measurement tools, appropriateness of the sample size, and alignment of the intervention with speaking skill objectives. By combining structured extraction, thematic coding, and quality
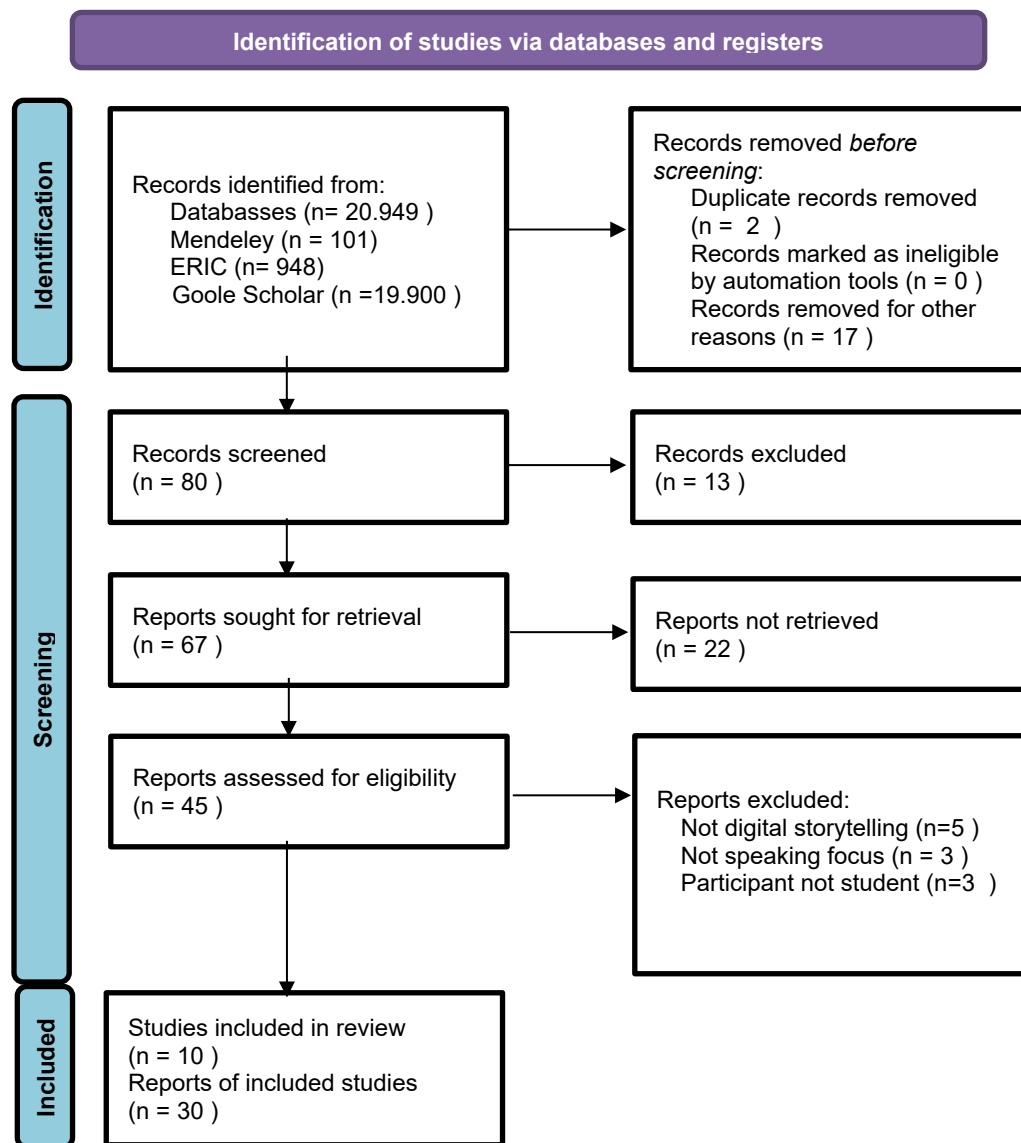
assessment, the review captured both qualitative and quantitative dimensions of DST interventions, ensuring a robust, systematic synthesis of evidence regarding its impact on students' speaking abilities. This approach also facilitated a comprehensive comparison across studies and allowed for the identification of best practices, challenges, and recommendations for effective DST implementation in classrooms.

Sample/ Participants

The sample for this systematic review consisted of empirical studies that implemented Digital Storytelling to improve speaking skills among school-aged learners, particularly in Islamic schools or culturally similar EFL contexts. Studies were included if they reported observable outcomes in oral communication, such as improvements in fluency, pronunciation, vocabulary, grammar, or narrative organisation, and if DST was a primary instructional strategy within the study. Studies that did not address speaking skills, were non-empirical, or focused solely on reading, writing, or listening skills were excluded to maintain focus and quality. Participants across the selected studies varied in age, grade level, and English proficiency, ranging from elementary to secondary students, many of whom initially experienced challenges in oral communication, including low confidence, hesitation, and limited vocabulary usage. The review highlighted the importance of teacher guidance, scaffolding, feedback, and motivational support in DST implementation, emphasising that students achieved higher engagement and confidence when provided with structured support. Across the studies, DST was consistently associated with improvements in oral production, including enhanced fluency, clearer pronunciation, better vocabulary application, more coherent narrative organisation, and increased self-confidence. Collaborative and multimodal aspects of DST also fostered peer interaction, creativity, and active learning, thereby contributing to a more meaningful and authentic language-learning experience. The diversity of participants' characteristics and educational contexts enabled the review to identify both generalizable trends and context-specific strategies, offering practical insights for educators and researchers seeking to implement DST effectively in similar classroom settings.

Identification of studies via databases and registers

Identification

Records identified from:
 Databasses (n= 20.949)
 Mendeley (n = 101)
 ERIC (n= 948)
 Goole Scholar (n =19.900)

Records removed *before screening*:
 Duplicate records removed (n = 2)
 Records marked as ineligible by automation tools (n = 0)
 Records removed for other reasons (n = 17)

Screening

Records screened
(n = 80)

Records excluded
(n = 13)

Reports sought for retrieval
(n = 67)

Reports not retrieved
(n = 22)

Reports assessed for eligibility
(n = 45)

Reports excluded:
 Not digital storytelling (n=5)
 Not speaking focus (n = 3)
 Participant not student (n=3)

Included

Studies included in review
(n = 10)
Reports of included studies
(n = 30)

RESULT/FINDING AND DISCUSSION

Improvements in Students' Speaking Performance

The findings from the systematic literature review indicate that Digital Storytelling (DST) consistently improves students' speaking performance across various educational contexts, including Islamic school environments. Numerous studies report that learners initially struggle with hesitation, incomplete utterances, and weak control of pronunciation, largely due to low confidence and limited exposure to authentic speaking practice. These difficulties often manifest as avoidance of eye contact, reliance on their first language, or frequent pauses during oral tasks. However, integrating DST provides structured opportunities for rehearsal, allowing learners to practice narrations repeatedly before producing a final version. This repeated practice fosters greater awareness of pronunciation accuracy, stress, and intonation. Across the reviewed studies,

students demonstrated clearer articulation and improved intelligibility after participating in DST-based learning. These findings support earlier claims that argue that DST offers a less intimidating environment for developing oral skills, as learners are not pressured to perform spontaneously in front of classmates. (Nair & Yunus, 2021)

Improvements in Fluency, Vocabulary, and Narrative Organisation

The review also identified consistent improvements in fluency, vocabulary use, and narrative cohesion. At the early stages, many learners produced fragmented speech characterised by short phrases and frequent pauses. However, the process of planning scripts, engaging in peer discussions, and revising narrations helped students internalise the structure of coherent storytelling. As they became more familiar with their story content, their speech flow improved, and they demonstrated fewer unnatural breaks. Studies also highlighted significant vocabulary growth, as DST encourages learners to incorporate descriptive and narrative-related lexical items. Exposure to sample stories, teacher scaffolding, and the need to describe events visually and verbally prompted students to select more precise and varied vocabulary. Improvements in narrative organisation were also evident, with students becoming more capable of producing stories that included logical sequences, clear beginnings, and coherent conclusions. These findings align with Molnar et al. (2021), who emphasise that DST supports higher cognitive engagement by requiring learners to plan, revise, and refine their ideas using multimodal elements. (Sari et al., 2025) (Sosas, 2021b)

Enhanced Motivation and Classroom Engagement

A prominent pattern identified across the reviewed literature is the marked improvement in learners' motivation and engagement when Digital Storytelling (DST) is incorporated into language instruction. Students who were previously hesitant to participate in oral activities became more confident and willing to speak once they were given the chance to craft visually rich digital narratives and personalise their stories. The creative nature of DST,which integrates visuals, sound, and narration fosters a stronger sense of ownership over the learning process. Numerous studies also reported a positive shift in classroom dynamics, with learners engaging more actively in collaboration, sharing ideas, and expressing genuine enthusiasm for creating digital projects. Moreover, the flexibility offered by the recording and editing stages helped reduce performance-related anxiety, as students perceived greater control over their output. Overall, these observations support the notion that DST boosts learner motivation by providing meaningful, collaborative, and multimodal learning experiences that integrate creativity with language development. (Murad et al., 2023)

Relevance and Impact in Islamic School Contexts

DST was found to be particularly effective in Islamic school environments, where language learning is often intertwined with character education and moral development. Several studies describe how students used DST to express values such as honesty, gratitude, patience, and respect

for core principles in Islamic education. Learners frequently selected story themes connected to their religious experiences or moral reflections, making the activities more meaningful and culturally resonant. This relevance not only increased engagement but also strengthened students' sense of identity and emotional connection to the learning tasks. The reviewed literature indicates that DST can serve as a bridge between linguistic development and spiritual formation, providing students with opportunities to articulate Islamic values in English. Such findings support Maylia Arina and Islamiah (2020), who highlight the importance of culturally meaningful instructional strategies in Islamic educational contexts. (Maylia Arina & Islamiah, 2020)

Summary of Key Findings

The findings of this systematic literature review show that Digital Storytelling (DST) is an effective method for improving students' speaking skills in various educational settings. Research consistently reports progress in pronunciation, fluency, vocabulary, grammar, and narrative organisation, demonstrating that DST enhances both micro- and macro-speaking skills. DST also provides notable affective benefits, such as increased motivation, confidence, and participation, creating a supportive environment that encourages students to communicate more actively. Moreover, DST promotes creativity, collaboration, and learner autonomy. (Eambunnapong et al., 2023)

In Islamic school contexts, DST adds value by enabling students to incorporate moral and religious elements into their stories. This integration supports character development, strengthens cultural identity, and makes learning more meaningful to students' personal and spiritual lives. (Suparlan & Rosyidi, 2023).

Figures and tables

No	Authors/country (year)	Main Characteristic	variables	Study Design	meansure	Key Findings
1	Ho-Mint,T.& Suppasetseree,(2025)Vietnam-Thailand (Enhancing Vietnamese EFL Students' Speaking Skills Through Augmented Reality (2025))	The study investigates how Augmented Reality (AR) enhances Vietnamese EFL students' speaking performance in an English for Tourism and Hospitality context. It highlights improvements in fluency, pronunciation,	AR-based speaking tasks (interactive simulations, Halo AR). DV: Speaking skills (fluency, pronunciation, accuracy), confidenc	Sequential explanatory mixed-methods: 8-week quasi-experimental pre/post test, TAM survey, focus-group interviews; total 80 participants.	IELTS-based speaking rubric, TAM questionnaire (usefulness, ease of use, engagement), thematic analysis of interviews.	AR significantly improved fluency, pronunciation, confidence, and engagement. Students experienced reduced anxiety and greater expressive ability. Challenges included cognitive overload and technical

		confidence, and engagement, while also addressing issues such as cognitive load and students' digital readiness.	e, engagement, and anxiety reduction.			limitations. AR is effective when paired with proper scaffolding and support.
2	Sosas(2021) Philippines (Technology in Teaching Speaking and Its Effects to Students Learning English (2021)	Investigation of how technology (video calls, email, social media, emceeing) is used to teach speaking in EFL classes.	Technology use in speaking instruction. DV: Fluency, accuracy, rapport, confidence, anxiety.	Qualitative phenomenology; FGDs with 21 students.	Interview guide, FGD transcripts, thematic analysis.	Technology boosted fluency, accuracy, reduced anxiety, and built confidence; students felt more comfortable in digital interactions.
3	Albogami&A Algethami(2022) Saudi Arabia (Exploring the Use of WhatsApp for Teaching Speaking to English Language Learners (2022)	Study on WhatsApp Voice Messages (WVM) as an asynchronous tool to improve speaking skills.	WhatsApp voice-message tasks. DV: Speaking performance, motivation, confidence.	Mixed-method case study; 9-week pre/post test+ interviews.	IELTS rubric by 9 raters, questionnaires, interviews.	WVM improved fluency, vocabulary, pronunciation, and confidence; students preferred WVM over traditional speaking tasks.
4	Fadhillah Zamzam (2020)Indonesia (Digital Storytelling to Improve Students Speaking Skill)	First-semester Communication Science students at Tadulako University showed poor speaking skills, lacking confidence and participation in class. Digital storytelling was applied to address this through video watching, group	Digital storytelling technique (video viewing, scripting, storyboarding, recording with images and features)	Quasi-experimental non-equivalent control group design with pretest, treatment (16 meetings), and posttest on 20 experimental and 20 control students	Pretest/posttest scores, observation checklist, t-test (t-counted 3.3 > t-table 2.00 at 0.05 significance)	Experimental group mean score improved from 51 (pretest) to higher posttest levels (up to 70 max), outperforming control group (50 to 59); digital storytelling significantly enhanced speaking ability,

		discussions, scripting, and self-recording. Students engaged actively with technology, retelling familiar stories like Malin Kundang using multimedia.				motivation, and participation
5	Lela Rahmawati et al.(2023)Indonesia(Application of Multimedia Digital Story Telling in Speaking Learning at Information Technology Study Program)	IT students at Bumigora University lacked speaking fluency and confidence; applied project-based digital storytelling.	Multimedia digital storytelling	Classroom action research (2 cycles: planning-acting-observing-reflecting)	Pre/post-test means (56.37 to 74.05), questionnaires	Improved grammar, vocabulary, fluency; increased motivation and engagement.
6	Yee Bee Choo,Tina Abdullah,Abdullah Mohnawi(2020)Indonesia Digital Storytelling vs. Oral Storytelling	Compares oral vs digital storytelling across technology use, storyteller roles, process/product orientation, and audience engagement.	Storytelling type (oral vs digital) DV: Engagement, comprehension, pedagogical impact	Conceptual analysis & critical literature review	Comparative analysis of empirical studies and storytelling frameworks	Digital storytelling enhances engagement, comprehension, caters to multiple intelligences, builds digital literacy, and increases pedagogical effectiveness
7	Tareq Murad,Jamal Assadi,Hia Badarni(2023)Israel (Digital Storytelling and EFL Speaking Skill	This research explores how digital storytelling enhances EFL students' oral proficiency and English learning motivation among 49 tenth-	Digital storytelling (employing text, images, audio, and video to create short 2-	Quasi-experimental (pre- and post-tests with control and experimental groups)	Knight Rubric (five oral criteria); Motivation questionnaire (10 Likert-scale items); SPSS for t-tests and	Digital storytelling boosted oral skills from an average of 11.31 to 15.42 (p<0.001); motivation rose from 1.63 to 2.87 (p<0.001);

	Improvement)	grade students from an Arabic-speaking town in northern Israel, using control and experimental groups	10 minute narratives) .Oral skills (fluency, pronunciation, vocabulary, grammar, elaboration); Learning motivation (interest, effort, self-efficacy in EFL)		Pearson correlation	strong correlation between motivation and oral performance (r=0.993, p<0.01)
8	Viknesh Nair, Melor Md Yunus (2021) Malaysia (Systematic Review of Digital Storytelling in Improving Speaking Skills)	This systematic review analyzes 45 articles from Google Scholar and ERIC (2017-2021) using PRISMA to evaluate digital storytelling's effectiveness in enhancing speaking skills across primary to tertiary education levels	Digital storytelling (employing text, images, audio, and video to create short 2-10 minute narratives) Oral skills (fluency, pronunciation, vocabulary, grammar, elaboration); Learning motivation (interest, effort,	Quasi-experimental (pre- and post-tests with control and experimental groups)	Knight Rubric (five oral criteria); Motivation questionnaire (10 Likert-scale items); SPSS for t-tests and Pearson correlation	Digital storytelling boosted oral skills from an average of 11.31 to 15.42 (p<0.001); motivation rose from 1.63 to 2.87 (p<0.001); strong correlation between motivation and oral performance (r=0.993, p<0.01)

						self-efficacy in EFL)			
9	Fathi Fajriani Putri et al. (2025) Indonesia (The Role of Videos in Enhancing English Language Skills	SLR of 21 studies (2021-2025) on video types in EFL learning	Video formats (instructional, interactive); English skills	PRISMA systematic review	Thematic analysis, content review	Videos boost speaking, listening, vocabulary via multimodal input; enhance motivation but need strategic design
10	Kristian Florensio Wijaya (2023) Indonesia The influential impact of digital storytelling on the improvement of EFL learners' speaking skills	This small scale library study aimed to exhaustively investigate the positive influences of digital storytelling on the improvement of EFL learners speaking skills. The study conducted athematic analysis of 25 previous digitalnstorytelling and speaking studies.	Digital storytelling EFL learners speaking skills improvement	Small scale qualitative library study	Thematic analysis of 25 previous digital storytelling studies	Constant utilization of digital story telling proved to transform EFL learners into more insightful L2 speakers and promote a psychologically sound speaking learning atmosphere.Two major themes were yielded: (1) digital storytelling enables EFL learners to become more well rounded speakers and (2) digital story telling promotes a friendlier speaking learning atmosphere for EFL learners.

CONCLUSION

Based on a systematic review of studies on Digital Storytelling (DST) in English as a Foreign Language (EFL) classes, especially in Islamic junior high schools, it can be concluded

that DST is very effective for improving students' speaking skills. The studies show that DST helps students develop better pronunciation, fluency, vocabulary, and the ability to organise spoken stories. The DST process writing scripts, practising narration, adding visuals, and recording creates a supportive environment that reduces speaking anxiety and builds students' confidence.

In addition to improving language skills, DST also increases students' motivation, engagement, and willingness to participate. Students enjoy DST because it combines language practice with creativity, collaboration, and personal expression. In Islamic school settings, DST also supports character education, as students often include moral values and Islamic messages in their stories. This shows that DST not only strengthens language ability but also helps develop positive values.

The literature also highlights the importance of reflective teaching when using DST. Many studies show that teachers adjust their methods to students' needs and challenges, making the learning process more effective. Overall, this review confirms that Digital Storytelling is a powerful and flexible method for enhancing EFL students' speaking abilities. Its benefits go beyond language learning to include creativity, motivation, moral awareness, and a positive learning atmosphere. Therefore, DST is a highly suitable and meaningful approach for teachers who want to improve students' oral communication skills.

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